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How a meaningful achievement can be obtained in a radio course is discussed by LOWELL F. BARKER in his article, "Group Achievement in Radio."

* * *

Are our teachers over-specialized? How important is breadth of training? EARL M. TAPLEY gives some of the answers in this month's article on "General Education and the Training of the Junior College Teacher."

* * *

Qualities of personal integrity and social responsibility in our young people are vital to today's civilization CHARLOTTE DRUMMOND MEINECKE says in the *Journal* article on "Student Government and the Honor Code."

* * *

What is an English teacher to do with a generation of youngsters tuned to T.V. and radio? Should she turn on her T.V.

set too? SISTER MARY EMMANUEL had a much better answer to that problem and gives her solution in the article, "College English for Freshmen."

* * *

Psychological interpretation may often be carried too far HELEN C. HUFFMAN believes! She tells why in "Prize Boner."

* * *

Invite your community in to talk the college student over, advise ROBERT J. HANNELLY, J. D. CALHOUN, JR., LYMAN BUMP and WAYNE EDLAND. They did, and the results surprised them. See why in "Halt! Who Goes Where?"

* * *

Do you wish you had a new approach to college fund raising? Such an approach is possible, and L. C. VINSON, in an article in this issue, tells how it is done.

In Future Issues You Will Find

A report of the American Association of Junior Colleges convention held in Dallas, Texas March 25-28 will appear in the May issue of the *Journal*.

Interesting articles on all phases of junior college education will come to you in the September issue.

BERT KRUGER SMITH

Calendar

April 6-9—National Association of Student Personnel Administrators, East Lansing, Michigan.

April 8-11—Thirty-First Annual Meeting of National Council of Teachers of Mathematics, Atlantic City, New Jersey.

April 18—Southern California Association of Junior Colleges meeting, Santa Monica City College, Santa Monica, California.

April 23, 24, 25—California Association of Deans of Women, Yosemite National Park, California.

JUNIOR COLLEGE JOURNAL

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The Junior College in American Education

WILLIAM PEARSON TOLLEY

WILLIAM PEARSON TOLLEY, Chancellor of Syracuse University, Syracuse, New York, is prominent in national educational circles.

THE junior college has two main functions. The first is to supply terminal vocational preparation, and the second is to provide a general education. For the most part the first function has offered a greater challenge to junior college faculties than the second. As a consequence, the contribution of the junior college has been modest compared with the changes it has effected in practical training. This imbalance may continue but it need not. With good leadership, the junior college could breathe new life into the general education movement. Even a few junior colleges with a deep and continuing concern for the quality of general education could make a major contribution.

I do not say this in any critical spirit. One grows weary of the professional faultfinders in education and less and less impressed by those who would rip our entire educational system apart and put it together again in an entirely new form. Doubtless we should do some things in a different way if we were beginning *de novo*. All things considered, however, we have done pretty well in American educa-

tion. Moreover, when we plan for change and progress, we are obliged to start from where we now are.

The junior college has been concerned with terminal courses because this was its first and most unique service. It was entirely appropriate to focus its attention primarily on the organization of technical and vocational programs. In the early days of the junior college movement high schools offered very little in the way of practical training, and what they did offer at that time was notoriously weak. The four-year colleges were, in the main, colleges of liberal arts, and, in theory at least, looked down their aristocratic noses at vocational training. Yet with the rapid industrialization and urbanization of America, literally scores of new occupational fields were developing, and there was an urgent need for specially trained personnel.

In the beginning it was by no means clear that a two-year post high school program was long enough for the wide variety of technical and vocational programs the junior college began to offer. Moreover, there was strong feeling in

many quarters that training programs conducted by industry offered a better and sounder approach. It was said on all sides that the junior college was not adapted or equipped to provide practical training.

The success of the junior college in organizing terminal programs is now beyond question. Thanks largely to its efforts the place of practical training is now securely established in American higher education. This significant achievement took place at the same time industrial and military agencies were finding their own answers to the need for specialists and technicians. The on-the-job training programs of industry have now achieved prestige, strength, and size undreamed of twenty years ago. Even in the field of general education, the programs conducted by some corporations require for instruction annual budgets as large as those of medium-sized colleges. The growing movement of education in industry does not appear, however, to have lessened the demand for vocational training in academic institutions. Even the gigantic educational and training programs of the Armed Services have had no adverse effect. The experience to date is that good training programs stimulate a demand for others. The industrial and military programs have but heightened student interest in vocational preparation that carries academic credit.

There is no evidence that the

junior college of tomorrow will be less interested in meeting the vocational needs of its students than it has been in the past. There has been no diminution of social, parental or student demand; and while practical training may become increasingly competitive, the junior college need not fear its competition.

The fact remains, however, that the most important unfinished business of the junior college is in general education. This function is too often taken for granted. It is discharged with little imagination or effort. The junior college has had surprisingly little influence on the curriculum either of secondary schools or of the four-year colleges. The problems of school and college are still attacked by separate administrative groups which make little effort to get together. The duplication and waste in the transition from high school to college is as great as ever. We simply have not found the kind of integration that brings secondary and tertiary education together and treats both as one continuing process of general education.

The growth of knowledge in every field and the increasing demands of citizenship impose heavier and heavier burdens on schools at every level. The kind of general education that was adequate a generation ago is completely inadequate today. To cite but one example, scientific instruction in school and college has improved enormously, but the standards of

the age of science get higher every year. More and more new material must be taught, and the subject matter is more and more advanced.

Let us not deceive ourselves that we are going to reduce the number of years of formal schooling. We are not. Where we can eliminate the trivial and the unimportant, where we reduce overlapping and waste, where we can speed up

learning and make a better use of time, we shall do so. We shall do this not because we desire to specialize at an earlier age or complete formal schooling in a shorter span of time. We shall do it because the quality of general education for American citizens must be steadily improved. In this significant service the junior college should play a leading part.

Student Government and the Honor Code

CHARLOTTE DRUMMOND MEINECKE

Charlotte D. Meinecke, Dean of the College of Colby Junior College in New London, New Hampshire, is past president of the New England Junior College Council and past secretary of the Junior College Section, National Association of Deans of Women. She has also served as Chairman of the Research and Service Committee on Student Personnel, AAJC and as a member of the advisory board of the National Student Association.

The Need

THE future depends not only on the idealism and vigor of youth, but on its success in learning to cope with problems limited only by the globe.

In this increasingly complex civilization, sons and daughters must learn to think for themselves, to evaluate problems clearly, and to make their own decisions; they must learn to realize to the fullest extent their own potentialities as individuals; and most important of all, they must be inspired with a deep sense of responsibility for the greatest good of the groups of which they are a part. Successful cooperative living is not only morally desirable, but essential to survival.

The qualities of personal integrity and social responsibility become more and more important in every phase of our twentieth-century lives; the nation is deeply and constantly concerned with the lack of integrity which is often apparent in business, in government, in schools and colleges.

What is the responsibility of educators? What can they do to instill a philosophy of integrity and social awareness in the young men and women who attend colleges?

A strong and active student government, based on an Honor Code extending into every phase of college life, advised but not supervised by members of the faculty, can afford constant and effective practice in personal integrity and cooperative living.

During the past ten years there has been developed at Colby Junior College a student government based on the Honor Code — which works. Although such a government admittedly operates more easily in a small college of 450, such as Colby, than in a larger institution, the principles on which it is based should be equally effective in any college, large or small, public or private.

Basic Principles

The Administration and Faculty must believe sincerely in two principles.

(1) "Effective administration is shared leadership rather than delegated authority."¹ In education, as in government, authoritarianism and even benevolent paternalism belong to the past. Students must be encouraged to help set their own objectives, to create and implement procedures for attain-

¹Quotation from speech by Dr. William Burton, Professor of Education, Harvard University.

ing these objectives, and to share with the faculty the solving of all problems of mutual concern. In other words, students should be treated as respected, younger colleagues — not as affectionately regimented first-graders.

In many colleges, unfortunately, student government is still an empty or grudging gesture on the part of the Administration — students with high-sounding titles are permitted to perform unimportant tasks so long as they never presume to question the edicts handed down from Olympus. Often the student government is a virtual orphan — anxiously cherished by an earnest dean of women, perhaps, but brushed aside as a triviality by the president and the faculty.

A successful student government must afford its members the opportunity to tackle worthwhile problems — to discover, through experience, which principles and procedures are right and effective, and to learn to assume responsibility by shouldering it constantly.

(2) The Honor Code deserves the support of the Administration and Faculty without reservation. There must be no tongue in cheek attitude, no "snoopervision" — but a genuine faith in the idealism and inherent honesty of students.

The members of the student body must also believe in and carry out certain fundamental principles.

1. Integrity in all relationships.
2. A genuine and active concern for the welfare and standards of the group.

The Colby Plan

The new student is welcomed as a member of Student Government even before she enters the college. During the summer she receives personal letters from the Dean, from the Vocational Counselor, and also from her Senior Counselor, her Big Sister, the President of the Student Council, the President of Superior Court, and the President of the Y.W.C.A. These letters introduce her to various aspects of the college community, with special emphasis on the Honor Code and Student Government.

On registration day, the entering student is welcomed in person at a Student Government meeting, attends her first dormitory gathering, and becomes acquainted with her Senior Counselor and the other five members of her counselee group.

During orientation week and in the days thereafter, she meets her Big Sister, who becomes a warm personal friend, and her Faculty Advisor. She has regular meetings throughout the first semester with her Senior Counselor, who introduces her to the Honor Code and serves as her student advisor in all matters, and confers at intervals throughout the year with her Faculty Advisor. The student shares in the affairs of her dormitory through the House Council, attends Student Government meetings, participates in fall elections, and has informal conferences with the President and Dean.

Through these contacts, as well as through her academic and social

program, the new student is helped to feel that she is a valued member of the college community, that her ideas and suggestions are welcomed, and that she is expected to give of herself to the life of the college. As the days go on, she becomes keenly aware that two principles are basic in all areas of campus living: the Honor Code, and cooperative responsibility.

The Honor Code

"The Colby Honor Code is YOU being honest with yourself and with others at all times. Through our Student Government we make our highest aspirations the standards of our daily conduct. Under the Honor Code we are the guardians of our own integrity and are responsible to ourselves and to each other for upholding these high standards in both our academic and social living.

"The Honor Code becomes our way of life from the moment we enter the college community. We don't believe in 'snoopervision'—neither does the faculty. We do not police each other. We seek, each of us, to strengthen our own integrity and to set an example which will be an inspiration to others.

"If we make a mistake or break a rule, we maintain our integrity and uphold the standards of our college community by reporting to our house council or Superior Court. If we know that a fellow student has failed to live up to the Honor Code, we encourage her to report herself so that she may have help in adjusting to com-

munity living. Any action taken by the house council or by Superior Court is designed to help us mature as responsible individuals and citizens of our college and our country."

From the Student Handbook
Colby Junior College

Personal Integrity

The workings of the Honor Code are simple: Each student is expected to be completely honest in all relationships. No written or oral pledges are exacted—no promises to report herself or any other student. Her honor is trusted.

Early in the year every instructor, in each of her classes, discusses academic honesty — plagiarism, especially, is carefully defined. There is no special seating, no proctoring during examinations; no written statements are required at the end of an examination paper. An instructor usually gives out an examination, answers any questions and leaves the room for the remainder of the period, giving instructions for the students to leave their "blue books" on the desk. To copy an answer on an examination paper or to pass in a theme not one's own is not considered "smart"—simply dishonest. There is none of the feeling that "putting something over" is an exciting game between the instructor and the student, rather that it is dishonorable to abuse a trust.

The Honor Code also applies in all phases of social life. Chapel and Assembly are required, but there is no record kept of cuts. Yet the

Chapel and the Assembly Hall are filled day after day, just as completely as if proctors were recording every absence. A student is expected to report herself if she violates any social regulation of the college — overnight absence, smoking and so forth. A student's word is always accepted unless there is obvious and incontrovertible proof that she is not telling the truth.

The Honor Code is *not* designed to produce a race of priggish paragons who never suffer temptation or failure and who thank the Lord with pharisaical fervor that they are not as these others. The Code demands that when a girl has failed momentarily to live up to the accepted standards, she will voluntarily clean the slate and willingly take the penalty.

Does It Work?

Immediately the question arises: Can such a system work? It is an idealistic theory, but do students actually take it seriously? Do they hold to high standards — do they report themselves, or is the Administration living in a fool's paradise with a system that penalizes the few overly-conscientious students while the rest laugh up their sleeves as they break every rule in the book and go scot-free?

The answer is — Yes, the Honor Code is effective to a remarkable degree. The President, and those faculty members who have taught at Colby since its beginning as a junior college twenty-five years ago, believe that the Honor Code is scrupulously followed by at least

95 per cent of the students, and that it succeeds far better than any former method of community living.

Students do report themselves — sometimes for serious violations — even when no one has known of the act except the girl herself. An outstanding example was a girl who smoked in her room — an extremely serious offense because of the danger of fire. She reported herself (though no one knew of the incident) after several weeks of internal struggle, even though she was convinced that if the penalty were suspension, she would not be accepted for transfer to a senior college. She explained that she could not have accepted a Colby degree, with all it stood for, knowing that she had violated the faith of those who trusted in her common sense and her honesty. This decision took real moral courage. Needless to say, although her penalty was heavy, her integrity, her courage, and her fine leadership were deeply respected and set an excellent example — and she was accepted by the senior college on graduation.

Another typical incident was that of a student who reported herself for copying a question in an examination in which she desperately needed a passing grade.

These examples are not isolated instances, but represent the normal reactions of students who are treated like honorable adults.

Concern for Others

But what of the student who re-

fuses to report herself? If no one knows of her offense, then of course she has no punishment but the knowledge of her own dishonesty and hypocrisy, and the uneasy realization that she is keeping the respect of her classmates and instructors under false pretenses.

Usually, however, others besides the offender are aware of a violation of the Honor Code. And here a second basic principle of the Honor Code is put into practice—a genuine concern for others. There is no student—or faculty—“police force” at Colby; no stooges, no required reporting of others, no “snoopervision,” no anonymous notes. But a student does feel—along with responsibility for herself—an obligation to give a friend a hand when help is needed and to look always to the best interests of the community. Therefore, if a student knows that another girl has violated the Honor Code—*knows, not suspects*—she should feel a responsibility for talking with the girl in question and trying to persuade her to clear the slate and report herself. If the girl refuses, then there is no obligation to carry the matter any further. But the student may, if she thinks best, talk the matter over with the violator’s Senior Counselor or House President, who may wish to discuss the situation with the girl. If the girl still refuses to report herself, one of two things can happen: (1) If the matter is a serious violation and might do harm to the entire college, the student may feel

that it must be reported. In that case she would tell the girl in question of her decision and *insist* that the girl report the offense. (2) She might drop the matter (no social ostracism or undue pressure is ever brought to bear), and the girl would never be reported or receive any punishment for her action—except losing the respect of her own colleagues and friends, one of the heaviest punishments that any individual could be called upon to endure.

This responsibility for talking with a girl who has violated the Honor Code is a matter for the individual to decide for herself—no pledge or promise is exacted or implied, nor does any member of the administration or faculty, under any circumstances, ask one student to give information about another. Thus, every student must decide for herself the extent of her responsibility to herself, to her friends, and to the community.

Faculty members also work under the Honor Code. If an instructor believes that a student has been dishonest academically, he waits for a time to see if the student reports herself. If the student does not report herself within a reasonable length of time, the instructor talks over the situation with the student. If she admits she was dishonest, the instructor requests her to report to Superior Court. If she denies that she was dishonest, her word is accepted except in the face of incontrovertible proof to the contrary.

Does this procedure mean that some students can be dishonest and receive no penalty? Yes. Neither an Honor Code nor any other system of government will ever be 100 per cent effective; there are always a few individuals in any social system who find a way to get around any established code. But at Colby, integrity has come to be accepted as a basic philosophy of college life, and the rare student who refuses to subscribe to that philosophy is not a respected member of the community. The overwhelming majority takes a keen pride in the cherishing of individual integrity and social responsibility.

Cooperative Living

The Honor Code is successful partly because students share in determining college policy in almost every area. When an individual has been invited to consider and discuss every angle of a problem, and has helped to establish procedures that she herself believes in, she is far more apt to take pride in living up to the community code.

The governing unit of the Student Government is the Student Council, composed of the officers, the House Presidents and Vice Presidents, the Class Presidents, and the chairmen of standing committees, with three non-voting faculty advisors. All members of the Council are elected in democratic, closed-ballot, college elections supervised by the Student Affairs Committee. The normal vote in

these elections is 95 per cent or more of the entire student body.

Subject only to the veto of the President or Dean, (which has never been used) the Student Council is responsible for initiating and administering all community regulations except those pertaining to the academic program or to health and safety. The Council has full authority over the dress and social conduct of students, and complete autonomy in administering its budget.

Affiliated branches of the Student Council are the House Councils, the Senior Counselors, and the Superior Court.

The House Council is composed of the student officers, the acting proctors, and the Faculty Resident of the dormitory, each of whom has one vote. The Council is entirely responsible for the administration of the dormitory, and decides on penalties for offenses pertaining to dormitory living. Since each student serves as a proctor one or twice during the year, she is at some time an active member of the House Council. Here a girl has her first practice in distinguishing between a good reason and a weak excuse — when her closest friend, for example, comes in an hour late because the car ran out of gas returning from Dartmouth!

The Senior Counselors are a small group elected to serve as counselors and friends to the Juniors, as chairmen of discussion groups with their senior colleagues,

and as liaison officers between the Council and student body in translating into everyday practice the high standards of the college.

The Superior Court, composed of six students and four faculty members, with a student president and a non-voting faculty co-chairman, is responsible for the setting of over-all goals and objectives in the academic and social life of the campus; for the co-ordination of the work of the House Councils, and for judicial action in the case of major violations of the Honor Code. The decision of the Superior Court is final in all matters, except that a penalty of suspension or expulsion must be referred to the President of the college for his approval.

It has been noted — sometimes with alarm by administrators from other colleges—that the faculty resident holds only one vote in the House Council; faculty members are outnumbered two to one in the Superior Court; and faculty advisors have no vote in the Student Council.

The system succeeds largely because there is complete and friendly cooperation between students and faculty, whose relationship is not that of a belligerent labor union trying to wring concessions from a reluctant management, but rather that of a group of colleagues combining their ideas and varying viewpoints for the benefit of the whole community. Faculty advice is sought, not resented. But when the Student Council makes a deci-

sion contrary to the wishes of the Faculty — if that decision is within the Council's area of operation—it is accepted and respected.

Success has been achieved also because of the invariable criterion used in studying every problem: "Will the proposed action be for the greater good of the group?" The same questions always arise immediately: "Why do we want it? Is it consonant with the ideals and objectives of the college? How will it affect the administration, the faculty, the students? How will it work—what obstacles are we likely to encounter? Are we responsible enough to use new privilege in a mature way?"

Sometimes the new experiments work well, and are continued. Sometimes they fail, and the Council tries again. But always the students learn through constant experience.

Even in the areas outside of Student Council jurisdiction, the students work closely with the Administration and Faculty in determining matters of mutual concern. Regulations concerning smoking, drinking, lights, absences from campus, and others have been decided by mutual agreement. The constant interchange of ideas and viewpoints is valuable to the thinking of both groups.

An outstanding example of the solving of mutual problems is the class attendance system. Some years ago students were permitted unlimited cuts except in any class

in which their grades were "D" or "F," in which case their cutting privileges were restricted. Gradually they began to abuse this privilege until weekend classes would sometimes contain only about half or one-third of the total number, and girls would often cut during the week also.

As a consequence, the work of some "A" and "B" students often dropped to "C," while an increasing number of average students were being added to the probation list.

The faculty executive committee first made a thorough study of the situation. Then the Dean called together the officers of the Student Council and the Senior Counselors, and explained the situation. She pointed out that not only the academic standards of individual students were affected, but also the accomplishments of the whole class and the caliber of the teaching, and that eventually the whole academic standing of the college would be lowered by over-cutting. The situation was presented as a college problem on which faculty and students would work together.

Later, the Faculty Executive Committee and the Student Executive Committee met to discuss the whole situation. Both faculty and students agreed that one cut per credit hour each semester would be a reasonable maximum for every student. The faculty members felt that a strict rule would be the best solution. The student thinking ran as follows: "We have never had this problem presented to us

before and have never realized all its implications. If we have a rigid rule it would not affect this group at all, since none of us cut anywhere near the agreed-upon maximum. But if we have a rule imposed, it means that we have stopped being mature individuals, that we have to be treated like first graders who do things because they must. We believe that the students of Colby should *want* to go to class because it is best for them and for the college, not because the rules say they must. Will you give us a chance to talk with all members of the student body and sell them on the idea of regular class attendance because it is right and not because it is forced?"

The faculty willingly agreed, and the five members of the Student Executive Committee went to work. They first brought the matter before the Student Council; then each Senior Counselor talked with her six junior counselees and with the members of her senior discussion group. The Student Council was so successful in interpreting the value of regular class attendance that during the succeeding three years the average number of unexcused cuts per student was about one-third of the agreed-upon maximum each semester. No penalty is exacted if a student exceeds the maximum number of cuts, and some still do; but if the class attendance in general begins to fall off, the members of the Student Government Council again take up the matter in small groups, or talk

with a few students who are flagrantly over-cutting.

In the Student Handbook, the section concerning class attendance now begins: "By agreement between the Faculty and the Student Government Council. . ."

The Results

What are the results? First, an immediate increase in maturity on the part of nearly every student. Second, a growing belief that integrity is basic to successful living. Third, an increasing awareness of what it means to be a member of a community — a respect for the rights and needs of others. Finally, a developing ability to think clearly, to discriminate, to make a decision on the basis of facts rather than emotions.

Are there no headaches? Oh, yes — the Faculty and Administration need the patience of Job and an indestructible sense of humor along with their faith in young people. The students looked like refugees wearing their fathers' cast-off clothing the year they decided to abolish dress rules — until they

learned *through experience* that there is some value to good taste and good breeding, and reinstated, of their own accord, common sense dress regulations. The campus was noisy when the Council tried doing away with quiet hours — until the students found that their grades went down if they couldn't study. But they solved by *trying* — these problems and many others, and have grown and matured because of it.

The alumnae and their parents and their employers and their friends say over and over again that Student Government under the Honor Code is a vital factor in enabling students to realize the best and highest in themselves and to use their growing powers for the common good. The Administration and Faculty are convinced that Student Government and the Honor Code aid the college, in two concentrated and consecrated years, to turn out young women who will help to raise the level of any community in which they live — and that is Colby's aim in education.

"Halt! Who Goes Where?"

A Study of Goals Desirable for the Junior College Student

ROBERT J. HANNELLY, J. D. CALHOUN, JR.,
LYMAN BUMP AND WAYNE EDLAND

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THE gentle command of our academic conscience, "Halt! Who goes where?" is frequently heard at Phoenix College. May we tell you our collective reply when once so challenged?

What We Did

Another advancement in the guidance program at Phoenix College was made during the first semester of the 1951-52 school year on a brisk and sunny Wednesday morning in December when 690 people took part in twenty-five lively discussions during the regularly scheduled second period classes.

Throughout the preceding weeks, plans for the event were carefully formulated. An aims committee, consisting of eight faculty members, was appointed by the college dean to launch the project by means of a series of preparatory meetings. The problem or theme for the discussions was stated by the committee in the form of the following question: "What changes common to all students of Phoenix

College are desirable from the points of view of the students, the faculty, the parents, and the community?"

The apparent formality of the discussion topic did not discourage the spontaneous contributions of ideas in each of the twenty-five classrooms. The fact that no formalized check list was required made the resulting information more valuable.

Some of the discussions were led by the instructors; others were student directed. A number of groups used panels or round tables as devices. One group of thirty students, five visitors, and the instructor arranged the chairs in a large circle in order to encourage an informal exchange of questions and responses.

Records of the discussions were kept by student reporters or by the instructors. These summaries—twenty-five in all—were soon assembled on the dean's desk. They represented the combined thinking of 602 students, sixty-two members

of the community representing the business and professional fields and the parents, and twenty-six college teachers.

What We Learned

Comments and suggestions that appeared in these heterogeneous reports were both varied and challenging. Hundreds of suggestions concerning the desirable changes that should occur during a student's two-year junior college program were given by the four groups represented—students, parents, instructors, and business and professional people. The very variety of desirable goals expressed by participants emphasizes that we are educating people, not building robots. The overlapping threads found in independent expression emphasize cultural impact and common need.

Let us see some of this unity in diversity.

—From the Students:

Students in the twenty-five groups concluded that during their junior college years they should:

- Develop problem solving skill in all fields.
- Learn to think rather than to learn by rote.
- Acquire a knowledge of and an interest in world affairs.
- Have a command of our language—both written and oral.
- Learn where and how to find information.
- Investigate the problems concerned with a choice of a vocation.
- Develop tolerance toward others—people in different racial or age groups and people of different beliefs.

They decided all this and much more. From the thoughts of stu-

dents, we can detect at least two important facts. First, the student expresses much more concern with the development of a critical intelligence than is shown for him by parents or business and professional people. In fact, he submitted many statements endorsing this ideal, whereas the business and professional visitors scarcely mentioned it. Second, he approaches education as a student; not as a parent, a taxpayer, or a professional philosopher, but *as a student*—with classes to meet, papers to write, immediate problems to solve. He is concerned more about jobs in school and out than with long-range cultural attainments. He may understand the parent who asks that he "develop a love for truth, humility, and responsibility," but he states his goals in less exalted terms: saying of himself that he should "become objective," "develop self-control," and "learn to compromise."

—From the Parents:

The developmental changes desired for college students by their parents led them to recommend that the students should:

- Take an interest in activities which could develop into wise and beneficial leisure time pursuits.
- Obtain the essential tools for making a living.
- Develop a love for truth, humility, and responsibility.
- Learn to make choices and decisions.
- Acquire maturity.
- Develop a constructive attitude toward their community and their world.

These and other responses suggest that the parents are prone to

place emphasis upon personal relationships and character. They are apparently more concerned than their children about the students' living richly and wisely. "Maturity" is a term that appeared a number of times in the remarks of parents. "Respect," "constructive," "wise," and "cultural" are words lighting the phrases expressing their desires for their children.

—*From the Instructors:*

Members of the Phoenix College faculty believed that all of the young men and women in the College should endeavor to:

Improve their ability to deal with quantitative relationships—to interpret number values and symbols.

Develop creative incentive and a sense of inquiry.

Acquire a personal set of values.

Recognize their responsibilities in contributing to their community.

Understand the importance of learning and study after the formal school years are concluded.

Here the academic viewpoint is evident: the teacher wants for the student that which he struggles to impart to him. He wants very much to have the student succeed in the classroom. But above and beyond such student success in the school situation, the teacher hopes that there will be a carry-over: that the student "will acquire a personal set of values" that will be a source of abiding strength and guidance. The selected objectives stated above are representative: they illustrate a uniform concern of the teacher with awakening in students both intellectual interests and moral concepts.

—*From Business and Professional People:*

The following are typical statements from the many submitted by the sixty-two business and professional men and women from the community who came to our class discussions and exchanged ideas:

Understand the importance of making sacrifices.

Learn what a democratic country means—facts about the government, democracy, and the Bill of Rights.

Develop an increase in the desire to study.

Become increasingly self-directive and be aware of and assume responsibility for the results of actions.

Develop ability to express oneself.

Secure a picture of one's assets.

There is some evidence that the business and professional people may not be as concerned about the development of critical intelligence as the students themselves appear to be. It would perhaps appear that they are not thinking as much of the students' need for rich personal experience as the students' parents are. Nor do these friends of the college say as much about awakening intellectual interests as the teachers do. Their emphasis is on the attributes and skills that students need in order to hold jobs. Notwithstanding the fact that the emphasis of this group lies on these skills and attitudes, there is, nevertheless, a consistent expression of concern for the development of civic and personal responsibility.

—*From Everybody:*

The two major points that were

listed more frequently than any others were as follows:

- (1) Throughout their college years students should develop a sense of loyalty and responsibility;
- (2) All young people should apply the oft-quoted ideal and learn "how to get along with others."

These two essentials were emphasized by all groups represented—students, parents, instructors, and business and professional people.

While such statements leave much to be desired in the defining of terms, determining to whom or to what students should be loyal, and considering whether learning "how to get along with others" is an unqualified good, the persistent statement of these ideals is significant. Do they not indicate a common belief that to develop a sympathetic concern for others is a function of the college? Do they not also indicate—in the over-all framework of goals in which they appear—that most of the partici-

pants in our study believe that dynamic attitudes, and not mastered skills, are the most vital contribution college can make?

It would appear also, perhaps, that we should be impressed with the multitude of divergent demands being made upon the college student. His parents, his teachers, his prospective employers, and he all want from him some of the same attitudes and skills, with only a difference of emphasis. In addition, however, they want him to travel divergent paths that make the student almost certain to disappoint some of those interested in him. If you don't think that the pressures being brought on the college student are a challenge to his resourcefulness and elasticity, invite your community in to talk him over.

We did. And we who tried to do so found new friends, increased understanding, and maybe a little proper humility.

A New Approach to College Fund Raising

L. C. VINSON

Lee Clark Vinson, territorial manager of the Institutional Finance Department of the Columbian National Life Insurance Company, has published previously in *Golfdom* and in *Club Management*. He has also had articles in various trade papers and has served as secretary of the Photographers' Association of America and other trade associations.

THE raising of capital funds by independent educational institutions is no longer as simple as it once was—if it ever was a simple proposition.

High taxes and inflation have swept away or severely hampered the old sources of funds. In the past when an expansion program was about to be undertaken, the school could count on the fact that the major portion of the money being sought would come from a small group of its wealthy friends. The balance would usually come in a large number of small gifts from the alumni.

Between high taxes and the high cost of living, wealthy friends simply do not have the money available to give as generously as they have in the past. To take their places, three new sources for funds have arisen in recent years. The first source that comes to mind is from the foundations which have been created by many wealthy people who want to be sure that their wealth will be used for the service and advancement of mankind.

In recent years, big business has rapidly begun to realize its civic responsibilities, and its contributions to our educational institutions are on the increase. Ford,

General Motors, U. S. Steel, Westinghouse and many others of the large corporations are leading the way in their advocacy of extending help to institutions of higher learning. It is only a matter of time until both big and little business will recognize and take care of their share in helping the schools in their immediate vicinity.

To offset the effect of high taxes and inflation, the government has arranged in our tax laws certain provisions which help to make it easier for both the individuals and corporations that are civic-minded and desirous of helping educational institutions. The above statement refers to the 15 per cent reduction that is permissible on the net income of individuals for gifts to education and charities and the 5 per cent deduction that is permissible to corporations for similar gifts.

Unfortunately, too few individuals and even fewer corporations take full advantage of this 15 per cent deduction. If an individual has a sizable income, the government would probably pay a very considerable portion of a gift of \$1,000.

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just published by the National Planning Association entitled *A Manual for Corporate Giving* illustrate how few corporations take advantage of this offer on the part of the government to share the cost of giving and what the actual cost of a gift can be to a corpora-

tion that has to pay an excess profits tax.

The following table shows the relationship between corporate earnings and 5 per cent contributions in all the years for which data is available from the Internal Revenue Bureau:

Year	Net Corporate Income Before Taxes	Tax-Exempt Corporate Expenditures Under Five Per Cent Provision	Expenditures As Per Cent of Net Income
	(millions)	(millions)	(%)
1936	\$ 7,356	\$ 30	0.41
1937	7,387	33	0.45
1938	3,700	27	0.73
1939	6,766	31	0.46
1940	8,957	38	0.42
1941	16,391	58	0.35
1942	23,150	98	0.42
1943	27,978	159	0.57
1944	26,538	234	0.88
1945	21,405	266	1.24
1946	25,407	214	0.84
1947	31,664	241	0.76
1948	34,664	239	0.69
1949	28,317	223	0.79

The following table shows, for various years and levels of tax rate, the actual cost to the stockholder

of 5 per cent contributions and the corresponding amount which the Government foregoes in taxes:

Year	With Tax Rate at:	For Each \$10 Contribution— Stockholders Pay & Government Foregoes		
1939	19%	\$8.10	—	\$1.90
1949	38%	6.20	—	3.80
1951	(a) 47%	5.30	—	4.70
	(b) 62%	3.80	—	6.20
1952	(c) 77%	2.30	—	7.70
	(a) 52%	4.80	—	5.20
	(b) 70%	3.00	—	7.00
	(c) 82%	1.80	—	8.20

In the past few years another group has arisen with great potentialities—that is the vast, new middle class of people whose incomes have been greatly increased in recent years. These people are

greatly interested in everything that concerns or pertains to educational institutions, for they want their children to have every advantage that they were deprived of in their youth. With a very con-

siderable percentage of these same people, their plans and desires for improving their own education did not stop with the receipt of a high school diploma. They know and do not have to be convinced of what continuing study can do for them, not only economically but also in an enriched life through cultural improvement. This desire for self-improvement is obvious to anyone who will take even a cursory glance at the crowded classrooms in the night schools of our big cities.

To secure the interest as well as the financial help of these three groups requires a lot of careful study as well as an entirely new approach to the problem of fund raising. The first two of the new groups will not respond to an emotional appeal. Their response to an appeal for funds will be only on a businesslike and critical basis. They will want to ask a lot of questions in regard to the service that the college is rendering to youth and to the community.

If the financial help of the great new and prosperous middle class is to be secured, then the college must also make a special study of their needs in order to arouse their interest and to secure their financial cooperation. They have an educational problem that is quite different from that of youth.

Two-thirds of the work in a fund-raising campaign consists of advance preparation. Today, as always, the main problem is to arouse the interest of the individual and the corporations in the

work of the institution and in its problems in education of youth and adults of the community. After this purpose has been accomplished, the next step is to secure assistance towards meeting the financial problems of the institution.

In order to obtain this interest, the institution must show that it is rendering the fullest possible service to the community and so is worthy of financial support.

At the present time, there are two fields ripe for concentrated effort, both in the education of youth and even more particularly in adult education—these fields being wider and better understanding of the principles that direct business and government. These two forces touch the daily life of every individual at some point, no matter what his work or his position in life may be. The world has grown so small and the work of business men and corporations has become so vast, so complex and world-wide that more knowledge is needed about the basic economic principles that govern its operation.

The same thing applies to government. In the old days, the basic idea of government was to supply to the community services that the individual could not supply for himself, such as military and police protection, sanitation, etc. Today, government has departed so far from the original conception that it is hardly recognizable. There isn't a nook or cranny of an individual's daily life from birth to death

that is not touched somewhere, somehow by government planners.

A college is one place where individuals, both youth and adults, should be able to look for instruction and guidance. College faculties should be able to strip off the non-essentials and give instruction on the simple basic principles that direct both business and government.

When the ground has been cultivated in this manner and the interest of the individual and of corporations has been secured, the major difficulties of fund raising will have been taken care of, for it will then become a matter of enlightened self interest that educational institutions be given all of the help possible.

The services of an experienced and competent public relations expert can help greatly on advising as to the needs and the proper approach to these three great sources of financial support. An experienced public relations counselor could suggest many ways whereby a college could legitimately broaden its activities so that it would have no trouble in interesting and securing the aid, financially and otherwise, of the average business man.

About the only careful, scientific analysis made of fund raising was done in 1934 and covered 130 gift campaigns for institutions of all kinds, colleges, hospitals, etc.

This analysis showed that only 27.90 per cent of all those solicited responded. Of those who did give, 4.33 per cent gave \$1,000 or more,

though this small percentage of givers accounted for 69.97 per cent of the goal sought. The average gift of the remaining 95.67 per cent was only \$55.00.

Since the time that the above survey was made, there has been a very marked change in the distribution of national income. Family income has increased from a low of \$2,000 per family in 1920 to a high of \$5,200 in 1947 and is probably higher today. Between 1946 and 1950, the number of families earning more than \$7,500 annually had increased more than 50 per cent. There are 3,200,000 families in this classification.

The above figures would indicate that here is a vast new reservoir for funds. It is obvious that these people have more money than ever before, and it is also equally obvious that these same people are more interested in the work of educational institutions than ever before, for they want their children to have every educational advantage possible.

A way has been developed by one of the life insurance companies whereby this great reservoir can be reached.

About twenty-five years ago, this company developed a plan for helping in the financing of all kinds of non-profit institutions, schools, churches, clubs, etc., hundreds of organizations of all kinds. The plan is very simple and the basic idea, that of an insured loan, is just about as old as insurance itself. Under an insured loan, a

person buys a house with a mortgage. After making the purchase, he begins to wonder how that mortgage could be paid if anything happens to him. He takes out insurance on his life to the amount of the mortgage so that if he should happen to pass on unexpectedly, his family will have the money from the insurance company with which to pay the debt.

This idea has been developed in a slightly different way for the financing of non-profit institutions. Under this plan as developed by the company, the college goes to its alumni and friends to borrow the money that it needs, instead of to the bank as it has in the past. Having borrowed the money, it has to set up some form of sinking fund so that it will have the money on hand when the time comes to repay the debt. The simplest and most economical way to do this is through Endowment Life Insurance.

In order to illustrate how the plan works, take the case of a mythical Midwest college that needs several hundred thousand dollars. Under this plan, the college would organize a fund-raising campaign and plan to solicit its alumni and friends, combining the solicitation of out-right gifts with the solicitation of "insured loans." In this way, it would be able to interest and secure the aid of every person desirous of helping the college.

It would ask those persons of wealth to give whatever amount

they felt that they could afford to the college's development program. To those in the lower income brackets, it would ask that they lend various amounts with the assurance that their investment would have two-fold protection and that they would get back \$1.50 for every \$1.00 that they would be willing to invest in the college's future.

For example, take the case of John Jones, an alumnus, who decides to lend the college \$1,000. In order to assure him of the safety of his loan, the college gives him a pro rata share in a mortgage on the college property. This mortgage is for protection only, as it does not bear interest. This gives John Jones the same protection as would be enjoyed by the owner of any bond or mortgage. Having borrowed this \$1,000 from John Jones as well as similar amounts from its alumni, the college next has to set up some kind of a sinking fund so that it will have the money on hand when needed with which it can repay the loan plus a profit of 50 per cent to the lender. The most economical form of a sinking fund is obtained through the use of life insurance. So the college agrees to take out a 35 Year Endowment Insurance Policy on John Jones' life or on the life of anyone whom he may designate. This policy will be for 50 per cent more than the amount of his loan, and the college instead of having to pay interest and principle as it would if the money were borrowed from a bank agrees to pay the pre-

miums on these insurance policies as they become due. The premiums are payable over a period of thirty-three years unless the insured should happen to pass on prior to that time.

College authorities like this plan because they never will pay out more in premiums than approximately the amount borrowed. In most cases the average age of the insured will approximate forty years, and on this basis, the premiums the first year will approximate 5 per cent of the amount borrowed and over the thirty-three years that the premiums are payable, they will average between 3 and 3.5 per cent of the amount borrowed. This gives the college the benefit of a long term loan without the burden of interest, and at the same time it has brought a large number of its alumni into close personal contact with the college.

The insurance policies that are used under this plan are standard, non-medical policies that have all of the reserve and extended insurance clauses that are found in most insurance contracts. These protective clauses have a special meaning under this plan of financing, for if at any time the college should get into financial difficulties, the clause regarding extended insurance and the cash value that had been built up on the policy would keep the policies in force until the college was able to get back on its financial feet again.

When the college has the privilege of taking thirty-three years

in which to pay the premiums and so get rid of the debt, it has an incentive to pay the debt as soon as possible. This can be done by paying up the premiums in advance. When it can do this on any or all of the policies, the insurance company will give it a discount. At any time that a college can turn over to a subscriber an insurance policy upon which all of the premiums have been paid, it thus cancels that part of its debt.

The use of life insurance is unique under this plan. The subscriber, technically speaking, is buying a part of the mortgage on the college property. The college is using Endowment Life Insurance as an economical means to accumulate the money it needs so that it can pay the debt. It is the college that takes out the life insurance, using insurance as a means to an end.

In San Diego, California, the San Diego Club used this plan just before the start of World War II to refinance a debt of \$175,000. The war came along, and the Club prospered and was able to pay up the premiums in full on all of the insurance policies at a total cost to the club of only \$162,033. The subscribers by this action received fully paid up insurance policies to the value of \$262,500 at the same time the club debt was paid.

Through the use of "insured loans" the college places the solicitation of funds on a businesslike basis. It has a sound and conser-

vative proposition to offer its friends and alumni. As one young graduate put it, "I want to help my college, but I am not able to give without depriving my family. I can always justify more insurance, for I am adding to their protection."

To make it easy for the men to help their college, subscribing is simplified. Instead of requesting a lump sum of \$500 or \$1,000, the college asks the donors if they can pay 10 per cent down and the balance at the rate of \$7.50 a month over sixty months, in the case of a \$500 loan.

There are not many people these days who cannot afford to save a few dollars a month, particularly so when, at the same time they are increasing their own estate and are helping their college.

A little financial comparison at this point may show the cost of borrowing \$100,000 at 5 per cent interest and amortizing the loan over twenty years and also the cost of an insured loan of the same amount amortized over thirty-five years with the premiums payable in thirty-three years.

At 5 per cent, the interest would amount to \$5,000 the first year and over twenty years, the interest would average \$2,500. This would mean that the combined payment of interest and principal the first year would be \$10,000 and the average annual payment of interest and principal would be \$7,500. The total amount paid out in interest

would be \$50,000. That would be the cost of borrowing \$100,000.

Under the "insured loan" plan, the premiums the first year, with an average age of forty years, would be approximately 5 per cent of the amount borrowed or \$5,000, and the average over the entire thirty-three years would be between \$3,000 and \$3,500. The total amount paid out at the end of thirty-three years would be approximately the same as the amount borrowed, or \$100,000. This not only means a big savings in interest but a very big difference in the drain on the annual budget of the college.

In the operation of this plan, all money that is subscribed is paid into the hands of three legally appointed trustees, who act as the representatives of the subscribers. These trustees enter into a Trust Agreement with the college. This Trust Agreement specifies the purposes for which the money subscribed is to be used and the manner in which the premiums are to be paid by the college. They also take care of the transfer of the money received from the insurance company at death or at the maturity of insurance policy to the insured or his beneficiary. The trustees are usually prominent members of the alumni.

When John Jones passes on, the insurance company will send a check for the face value of his insurance policy to the Trustees, who will hold the check until Mrs. Jones, who has been made the beneficiary,

comes in and surrenders the insurance policy cancelling that part of the mortgage. When this has taken place, Mrs. Jones will then be given the check from the insurance company. This will mean that she will get back the \$1,000 that John originally loaned the college plus \$500.00 profit. At the same time, the debt of the college to the amount of \$1,000 will be cancelled. As John Jones, in this particular case, only lives a year, it cost the college only one year's premium in order to get rid of a \$1,000 of its debt, and next year the college will have one less premium to pay.

This plan of "insured loans" is very flexible, and practically every possible contingency that might come up in the future is taken care of so that both the college and the subscriber have the fullest possible protection. In addition, one of the interesting features about this plan is the different ways that the college can benefit through its use. Several have been mentioned in preceding paragraphs. An additional way is the manner in which the plan can be used to help in creating the Endowment Fund. This can be accomplished by the insured's making the college the beneficiary for all or part of the insurance. The Park School in Buffalo used the plan to refinance a very burdensome debt. About \$12,000 was raised in out-right gifts and about \$62,000 in "insured loans." This would mean about \$93,000 in insurance. Right at the

beginning the school was made the beneficiary of almost \$17,000 of the insurance.

Where the subscriber makes the college the beneficiary of the insurance, he can deduct the amount of his subscription as a gift to charity from his income tax. In addition, his subscription is free from estate, inheritance and gift taxes, and it cannot be levied upon the creditors. All features help to make this plan attractive to subscribers.

As this plan is carefully studied, it is easy to see how the figures given in the forepart of this article can be greatly increased by combining the solicitation of gifts with the solicitation of "insured loans." In the first place, instead of securing only 27.90 per cent of all possible subscribers or prospects, this percentage is very often more than doubled. In Wichita, Kansas, a newly formed country club used this plan for financing the construction of a club house. Out of 163 subscribers, eighty-one subscribed \$1,000 to \$3,500. The average subscription was \$945. In a Cleveland suburb a Lutheran Church with a congregation composed of working men received pledges of \$1,000 or more from 25 per cent of its subscribers. A Masonic organization in the hard coal section of Pennsylvania received subscriptions of \$1,000 or more from 20 per cent of its members.

The more one studies this plan of financing, the more one realizes that combining solicitation of out-

right gifts with the solicitation of "insured loans" makes it possible to secure more money from more people than can be done with just one approach or method.

The wealth of this country, both individual and corporate, is beyond comprehension, though most of it is of modest proportion. It is found in the most unexpected places—in small towns, quiet farms and in the modest residential sections of large cities. It is inconspicuous and

retiring. It has come into existence through the great American characteristics of foresight and hard work. In its expenditure, its owners are apt to be both cautious and conservative but seldom either penurious or miserly. This wealth can be utilized in public service. In order to secure the interest and cooperation of this wealth—time, patience and constructive planning on the part of institutions of higher learning will be needed.

Prize Boner

HELEN C. HUFFMAN

Many articles about children bear the imprint of Helen C. Huffman's name. She has published in *The Child*, *The Family Digest*, and the *Junior League Magazine*. Her article on "Birth Records—Importance to Children" was published in the *Proceedings of the National Conference of Social Work for 1947*. Mrs. Huffman serves as an Instructor at City College of San Francisco.

THERE I sat in the semi-darkness of the classroom as the drama began. It started out simply. A tall, handsome boy was seated in the back row almost directly in front of me. My attention was called to him when he pulled out a large bulky magazine and began to read. He was obviously trying to attract attention, I thought. I wondered what experiences in his past life were motivating this behavior.

To hear me tell it, I am a good teacher. At least that was my own opinion. Now, because of what happened, I wonder.

The class had begun. The psychological motion picture had been introduced, and I had taken my seat at the back of the room. The picture, "Preface to a Life," is one of the best that we use in our psychology class concerned with personality development. It shows what can happen to a boy who is dominated too much by his mother's or father's dreams for him. You can hear a pin drop in the room whenever it is being shown.

The boy in the back row held his magazine up in obvious view. I'll simply ignore it, I thought, and

as the picture continues, he will become interested.

Just as I was dismissing him from my mind, a page in the magazine rattled. I looked again. He was turning the pages, quietly and yet, I thought, making just enough noise to be sure that I heard it. This time I felt that he was making a bid for attention from the other students.

I can't permit that, I thought to myself. I'll walk up to him quietly and whisper for his ears alone that perhaps he could read more easily out in the hall where the light is better. Here in the darkness he might injure his eyes.

Instantly I was ashamed of myself. After all, I said to myself, this is a class in personality development, and a student cannot grow in an environment of derision. I flushed to think that I had entertained even a momentary plan to resort to ridicule in a situation where my superior position rendered the student defenseless.

While I was making a real effort to dismiss the boy from my mind, he forced me to notice him again by slumping down in his chair. He shuffled his feet on the floor just enough, I decided, to be sure

that I heard. He could hardly see the screen at all from this position. His weight was suspended between the back of his neck and the curve of his spine. Obviously something had to be done.

As I stood up, another teacher walked in, whispered that he would like to see part of the picture to refresh his memory. He was using it later in the day. I returned to my seat. This was not the time, I thought. Relieved of some emotion by my decision to take action, I was now more able to be objective. Perhaps the student would become bored with his efforts to distract the class, I thought.

Ten minutes later the visiting teacher took his leave. By then the student in the back row was taking notes from the magazine, glancing back and forth from it to his scratch paper. Only occasionally did he peek over the top of the magazine to take a brief look at the screen. He is doing that, I decided, so he will be able to bluff his way through the discussion which will follow the picture. I got up again.

A step closer to the boy I could see that the magazine dealt with guns. How fitting the psychological situation, I thought, that he should be concerned with guns, a symbol of destruction. His hostility against his mother, and now against me as the mother substitute, must be very great.

Should I take some action, or shouldn't I? Perhaps, I reasoned,

the young man feels so rejected by his mother that the movie is too disturbing for him to accept. To cover up his feelings he is distracting his attention. I wondered about his name, but so early in the semester I did not yet know the faces of the students, much less the backs of their heads.

Now the magazine was given a sound rattle and plop on the desk. His more subtle efforts at distraction didn't work for him, I figured; so now he was being more aggressive to defy me. He was seeing how far he could go. I was satisfied by now that I was a substitute for the mother who he felt rejected him, and he was taking out on me the repressed hostility he felt for her. That much I could accept. But beyond that, I wondered, was I rationalizing if I felt responsible for the rest of the class? After all I had a duty to perform. I couldn't permit him to distract the others. Waste his own time if he liked, but not the time of the class.

My decision was reached. If he made any move to speak to another student, I would step in. I would be justified then in sending him from the room.

I waited for his next move, knowing that it would come. And it did. The picture was drawing to a close when it happened. The boy shot a quick glance around the room, looked momentarily at the screen, and got up. So, I thought, he planned to slip out before the lights were turned on again. I'd take care of that.

By now I was primed for the kill. I stepped quickly to the door in the back of the room and waited. My caustic words had already been well chosen in my mind.

He stood still for a moment. Not a soul in the room except me noticed him even now. The others must be completely absorbed in learning, I thought. Too bad this boy had not caught some of their enthusiasm and zeal.

He took a few quiet steps in my general direction. I could feel my muscles tighten and my fur bristle. The screen flashed "The End," and

the usual soft music came on for the fadeout. The boy turned, not toward me but toward the projector. What on earth was he up to now?

With quick, trained hands he began his accustomed motions. Then in a flash I knew. He was the operator sent from the visual aids department! He probably had seen the picture a dozen times before. He was not even a member of the class!

The darkness of the room shielded my flushed face. I sat down and took a deep breath.

College English for Freshmen

SISTER MARY EMMANUEL

An Instructor in English at Gwynedd-Mercy Junior College, Gwynedd Valley, Pennsylvania, Sister Mary Emmanuel is a regular contributor to *Queen's Work*, a teen-age magazine, and has also published in *Ave Maria*, *Miraculous Medal*, and the *Catholic Home Messenger*. Her original writing extends to a book of verse, which will be published in the near future, and to two three-act comedies which were produced by Gwynedd-Mercy students. She is currently working on a masque for the spring of 1953.

As I sit at my desk facing my new class of Freshmen—a group which almost doubles the enrollment of '51-52, I wonder if I dare repeat the procedures of last year; and if so, with what effectiveness. Would any year be as gratifying?

I recall the letter I received soon after my appointment. It was a quasi-serious note of condolence to one "whose unhappy lot it was to teach English to a generation who had neither ability nor desire to read; and which, if given both, would still find no quiet in which to do it." What was I to do? Turn on my T. V. set too?

Yet despite this discouraging introduction, I found my first year in teaching College English a thoroughly delightful experience. Subsequent quotes will attest that this enjoyment was not one-sided. From a class evaluation taken in late May, it was gratifying to learn that students, too, found the hours together all too brief.

To get a true picture of what was accomplished, some word of prevailing conditions seems pertinent here. In our junior college we give the new students an English placement test. From the findings of this, they are arranged

into A and B groups. The A group fell to me. There were twelve young ladies in it. We met three times a week. We had a worthy text, "Learning to Write in College" and a campus whose beauty was awe-inspiring at all seasons of the year. Everything was on the credit side for us.

But Composition is Composition, and to the average girl that spells anathema. There were certain techniques that had to be mastered, and skills to be developed. These come only from writing. So we wrote—and wrote—and wrote. And we loved it. Want to know our secret?

We never wrote an unnecessary word.

Our approach was somewhat along these lines: "Well, we're both rostered for Composition. That means we must write. But let's not be 'good for nothing'. Let's aim to market our work. Let's publish!"

If you, as an English teacher, can write at all, do so. It gives you an enormous advantage if the folk you teach can read something you have had printed. (And your carload of rejections gives you a very sympathetic attitude.) Since most of the girls had read short

stories of mine which had appeared in their teen-age magazines, they accepted me readily as a sort of literary agent rather than a teacher, and it was on this basis that we accomplished no small amount of work.

We all slaved. We wrote verses, short stories, radio scripts for the Dr. Christian Award, juveniles, book reviews, research papers, letters to publishers.

Approximately one-third of the class time was given to formal instruction, with the remaining two-thirds given to readings and criticism. Every plot was beat out in class before hours were wasted in following illogical nonsense and unlikely coincidences. Criticism became sharp, but an abundance of help was always offered. It became easier for the proverbial camel to slip through the needle's eye than to get a first story-line by the "terrible twelve." They were as merciless with my shortcomings as they were with each other's.

Our verse met an added challenge through competition with others. Monthly we submitted our "first" and "second" choices to the young men and women of the Poetry Association of Catholic Colleges. We ignored the fact that we were up against the work of senior college upperclassmen, whose verse of necessity would emphasize the immaturity of ours. However, each month we returned undaunted, with greater determination to bridge the cultural gaps which

made our output seem puerile and insignificant.

Since English is but one subject on a very full schedule for our first year students, there was the problem of time to be reckoned with. So we began to hold "jam sessions." These occurred about every three weeks. There would be days when I would take over the entire period; and since this is the age of "digests," I would attempt to give them a "digest-survey" of modern novelists, modern dramatists, modern short story writers, and an extra special on "what every college student should know"—this last was a potpourri of Biblical, classical, mythical and literary allusions.

This bird's-eye view of a bird's eye view was provocative, and acted as a guide for further study at more leisure time. Yet we capitalized it as we hurried on. Following one of these talks — say the one on Who's Who in the Drama Line — we listed names of current plays and players on the board. Each student chose one to read within the next two weeks. At the end of this time, we held a "twelve-in-one" session. Here we pooled our reading information, and through discussion and questions, we endeavored to make the knowledge of each the knowledge of all.

Aside from this, we devoted the first fifteen minutes following the Poetry Meetings to clearing up the "mysteries" of the verse presented by the other colleges. In this way we deepened and enriched our

minds, as we crammed our ever-present notebooks. We made timid—at first—use of our growing horizons; and when we began to compare the story under observation with the plot of something from our “treasure chest,” we began to feel literate.

In such a way the time passed pleasantly and profitably. We all realized that given the time, we might have “gone places and done things.” As it was, we sold three verses to national magazines, and two juveniles to an elementary school paper of high repute. There were research papers of such thoroughness that they have been saved for reference work for future classes, and a number of short stories that once edited, could find a ready market.

Betty Lou writes in her evaluation: “I never read critically before. Now I am conscious of the author’s intention and the means he uses to get his idea across. I marvel at the invention which I once took for granted . . . My enjoyment has increased a hundredfold.”

Mary never realized how culturally starved she was. “I know what I’ll do with my free time this summer . . .” Connie reveled in research. Sue knows she never would have ventured into publication. Now a veteran of two verses, she plans to try more. Irene says, “My radio script was good, even if it didn’t rate an award. The girls enjoyed it, and I was thrilled.”

These quotes could go on; but they all say more or less the same

thing that Beverly summarizes: “All in all, I found the most important factor in any class—an interest in, a knowledge of, and a desire to go on reading critically, writing creatively. With your help, I found where my forte lies—the short story. Some day you’ll be saying ‘I knew her when.’”

There are more than twenty in the group before me. I wonder what this year will bring. I hope that I can have the wisdom to lead them to discover themselves—for they are small dynamos who will furnish the light and power for tomorrow.

* * *

It has been suggested that I explain more fully the work done with this class. It seems better to put this information as an addendum rather than to revamp the article, since these details may bore the average reader. However, for those who have suffered me thus far and wish to know more . . .

Our first assignment was “Seen at Gwynedd.” Since there are a hundred eighty-odd acres of breath-holding glory, the assignment would naturally tend to a wordy enthusiasm of the obvious. We would be drowned in a flood of generalities and hyperboles. To prevent that, I pointed out that unless one were deprived of at least two of her major senses, she had already discovered the beauty of the Lady Garden, the long path under the arched chestnuts, Rhododendrum Road. If the assignment were to have any value, it would consist of seeing some one bit of

undiscovered loveliness in Gwynedd that was one's very own and in sharing it with the class. The result was a revelation. Twelve very distinctive essays. No two on the same topic. "Old Faithful" (the mighty roots of an upturned tree) and "the Dream of Tomorrow" (a vision of what might be done with the islet seen from the window of Room 2) were so delicately and sympathetically treated that it was suggested that we break the lines and present them as verse. (We didn't!)

Early in the year we wrote our first short story — long before we had given any instruction on the same. Spontaneous efforts. No plots were discussed in class; no hint of character delineation given. We were looking for "naturals." Of course we found just what we deserved — small novels, and in some instances, trilogies — compressed to some five or six pages. But the depth of character penetration, the wealth of invention, the natural flow of dialogue, the logical disposal of obstacles bore testimony to fertile ground worth any labor involved in future tilling.

To finish out this topic — Our last assignment was a short story also. What a difference! The students had studied the technique of writing, and had examined masterpieces critically. (There are so very many worthy collections of modern short stories on the market. We are fortunate in having many of these in our library.) These "eager beavers" of mine were "mark con-

scious" as well as knowledge seekers. They were aware of the honest respect I had for their first efforts in this line — and now, after a semester course on the subject, they learned that in order to qualify for a representative grade, they must outbest their bests. They had, as it were, upturned a rich vein of creative ability by effort No. 1; now they must select a tiny nugget — a single incident — and cut and polish it into a real gem. The day they turned in their last assignments, I felt like a queen with eight shining jewels in my diadem. (Eight, because four had discovered that their best work was done in the line of research, and asked to give in studies of living short story writers. Result — a valuable addition to my own notes.)

You have perceived there is nothing new or novel by way of presentation. Usually some outside demand over which we had no control decided the order in which our work was taken. The monthly meetings of the Poetry Society made it necessary to break into early lessons on paragraph building and vocabulary enrichment, to teach versification. Our failure to write "obscure" verse was a blot on our achievement chart. In vain I pleaded with the students to turn introverts and become tortured (at least for a half hour of writing) until Sue (who had just seen *Quo Vadis*) said I was suggesting that they become like Nero — did I want them to burn down Gwynedd?

When we sold our verses, we

thought we proved a point—that people and editors (they're people, too) liked our kind of "po'try"; but when we attended a monthly meeting, we just hung our heads. The metaphysical undercurrent of the boys' output, and the heavily weighted allusions in the poems from our sister-colleges, showed only too well the anemic condition resulting from insufficient literary diet. This it was that drove us to our capsule-like fragments of learning . . . a small dose of drama, another of fiction, still another of "what every girl should know." The first two are self-explanatory, but a word or two might be said about the third.

It was the veriest hodge-podge, but it was lots of fun and it was informative. It was a kind of "Who's Who" containing names from Bible, Mythology, Literature, and Life. We threw together such names as David and Jonathan, Francesca and Paola, Damon and Pythias. Many of these "introductions" led to further reading—such as Boker's "Francesca da Rimini." As stated before, we always cleared up the allusions found in the poetry presented at the meeting, and tried in our own verse to include some reference.

Dr. Christian Contest gave us an impetus to write radio scripts. Those who had listened to his program had often heard that it was written by a "secretary" or a "housewife"—if they could write scripts, why not we? We listened to the next three weeks, talked over

the type of program, presented likely topics—had a hard time getting by with one as usual—and at last presented a twenty-five minute script. Twelve entries. Twelve prizes. It was hard to predict who would get first place. I was hoping it would be mine, but the odds were even. We didn't win any, as you know; but it didn't keep us from thinking we had done a good job—and the competition was stiff. As we listened to the literary records of the winners, we weren't too ashamed of not being chosen.

To my mind the greatest value the young people received during the year, however, was their attitude of constructive criticism. The class was very informal, and there wasn't a day when discussion of what we read or wrote did not form a large part of the hour's work.

Even letter writing was motivated—being confined to letters to markets asking if they would be interested in an article on such and such a topic. The topics were based on what the young people themselves were interested in. The possible markets were determined from poring over some *Writers' Digests*. We then went about attacking a research paper—and had gratifying results. Later some wrote letters to the authors whose work they were reviewing, and Mr. Richard Sullivan sent a gracious reply which Connie included in her paper.

My one regret was that I could not have done more with the stu-

dents. There are still stories which I should edit and send out—but that thief called Time robs me of so many opportunities.

So it isn't a matter for condolence

to be an English teacher, even in this our day—it's a daily adventure into the great Unknown—where care must be taken to walk gently and reverently.

Group Achievement in Radio

LOWELL F. BARKER

Lowell F. Barker, Assistant Coordinator Extended Day, Pasadena City College, serves as Director of Forums and Lectures. He was formerly Speech and English Instructor at Carbon College in Price, Utah and also served formerly as Instructor of Radio and Television Production at Pasadena City College.

COLLEGE administrators look to radio as one means of providing recreational, artistic expression for students and at the same time of building public good will for the college. Many types of programs such as music, drama, the lecture and the forum have been tried with varying degrees of success. In any of these ventures the sponsoring school finds difficulty in producing original programs of sufficient interest, variety, and artistic excellence to draw a large listening public and at the same time to raise the prestige of the college in the community.

A group of students at Carbon College, Price, Utah conducted a radio project which proved successful in accomplishing these objectives. Since the ideas they developed and their method of working could be used with similar success in other college communities in the nation, this explanation is being given.

Accomplishment throughout was a result of group effort. Many students wanting experience before the mike asked that a radio group be organized.

From time to time as projects were suggested by a large enough group to make achievement prob-

able, arrangements were made for the group to gain actual experience in radio broadcasting. The manager of the local radio station proved very cooperative, permitting continued experimentation even though it was some time before worthwhile programs were developed.

Music programs and funny shows were tried, and a few royalty free radio dramas were produced. The group attempted writing in radio form parts of stories from the old masters and even tried group discussion.

One student originated a series of humorous plays about college life, a subject with which he was thoroughly familiar. He called these, "The Experiences of Joe Blow at Carbon College."

The first two of these were actually acceptable entertainment, but then the originator left the school and the series degenerated rather rapidly. Original wise-cracks, acceptable from the standpoint of public relations, do not flow freely from the pen of the average college student.

It was shortly after this that a number of students asked for a class in radio broadcasting. It was

agreed that if such a class were taught, the techniques involved could best be learned in the process of producing programs over the local radio station. The president of the college agreed to the plan, and it was included in the catalogue.

The next fall when the course was offered, the enrollment consisted of sixteen students. The small size of the group proved to be an advantage because it encouraged both freedom of expression and group cooperation. The first week of the class was spent in planning the course of study. Students and teacher decided that a series of radio programs would have greater audience appeal if some degree of continuity could be introduced, that is, if the programs were tied together by a common element. It was decided, also, that the programs should be both written and produced by members of the class. This was a must—other methods had not been successful. Then too, the students wanted to learn all phases of radio production, and they felt that they could learn more rapidly if they could also have actual experience in what they were learning.

It was decided that one acceptable fifteen minute program should be required from each student before he could receive credit for the class. This requirement seemed severe, and it seemed there would be some difficulty in arranging for free radio time since the wisecracking programs the year before had

been none too commendable. However, it was determined that when two programs were ready for production and when it seemed probable that the class was capable of producing enough for a series, arrangements would be made for presentation over the air.

A small library of books and pamphlets on the subject of radio script writing and on the techniques involved in the production of radio programs was collected. Various types of sample radio scripts were read to the class, and the possibility of writing similar scripts for production was considered.

Drama Preferred

Analysis of the various types soon convinced the group that for its purpose simple radio drama was preferred, but the subject matter for such dramas was much more difficult to determine. Several students tried writing plays in which both the subject matter and the adaptation to radio were original. The continued story type following the experiences of a group of people from week to week was attempted. Several of these beginnings were read to the class, and it was concluded there wasn't sufficient talent to produce acceptable scripts for a radio series of this type in the time available.

The idea of using true stories taken from the lives of people in the community, stories that would promote community interest because of the subject matter, came as a result of group thinking fol-

lowing the discouraging beginnings.

"I know a very interesting story about a man next door who saved a girl whose life was threatened by a drunken gunman, but it would be good for only one play," one student said.

That was all it took. Everyone spoke at once. Each person had at some time thought of a true story, taken from the lives of people in the community, which would make an interesting radio play. Carbon County had a very colorful background. Robbers Roost, the hideout of one of the most notorious and probably the last of the outlaw bands of the old West, was situated near there. Price City had been settled not more than sixty years before, within the memory of several of the old timers.

In just a few minutes enough ideas for one play a week for the rest of the school year had been listed. There was the tale of the Robbers Roost Gang who robbed the Castle Gate Coal Mine's payroll in broad daylight in front of everyone and rode off into the bad lands without being caught. There were stories about settling Price, establishing the first school, and fighting the Indians; there were many individual stories of the first settlers of the region; there were stories concerning the coal miners and their struggles, mine accidents and rescues. There was the account of the big jail break and the heroic capture of the fugitives by the county sheriff and his assistants.

The group recounted the tale of a local cattle owner who had once been married to a European count and who, after World War I, had stumped the country for funds to help alleviate the suffering of Europe's starving children. Also, there was the account of the time the school house burned down and the community cooperated in order to keep from interrupting the formal education of the school children of Price. And not to be forgotten was the story of an early settler who, even though he was blind, had dared, because of his religion, to leave his home in the East and bring his family across the thousands of miles of wilderness to settle in the untamed west. In fact, there were so many stories suggested that elimination became the big problem. Each student picked one of these stories to begin working on, and the class period ended with each determined to turn his story into a fifteen minute radio play.

By next class period one student had his play well under way. When he read it to the group, everyone was pleased. After suggestions were made, he felt encouraged, eager to work more on his script. By the end of the week there were two acceptable plays in script form ready for production, and several others in the working process. Students were working hard, interviewing, writing, discussing and rewriting.

The group decided that the series would be called "People You

Know," (Dramatic Incidents in the Lives of People You Know).

Arranging for free radio time proved more difficult than expected. The local station was now affiliated with a national hookup; and, in addition to local advertising time, the good spots were taken by the national sponsors. The station manager was at first indifferent toward the project, but finally agreed to audit one of the plays. The group did considerable work on production. Not only was speaking into a mike a new experience to most of the class, but in addition, there were the problems of sound effects, music, procedure, and voice control, together with building dramatic interest and establishing and maintaining the identity of the various characters. The script needed continual revision to meet these requirements.

The public address system at the school gymnasium-auditorium was used for rehearsals. The extremely poor acoustical qualities of this building (it had a period of reverberation of twelve seconds) proved very helpful in teaching the group the importance of precise articulation and the necessity of vowel elongation for more distinct speech.

When the group presented the play at the studio, the station manager was enthusiastic. He even offered to work with them and to take over the difficult task of arranging appropriate music for the various plays.

The series which commenced the next Thursday evening at 7:15 and

continued to appear on the intermountain network once each week for several months created considerable interest and proved of value to the school and the community.

In addition to the techniques and skills gained by students, better understanding was established between the college and the townspeople by linking the school, a new institution, with the history and traditions of the community. During the project every student in the class wrote and produced a radio play over the local station. Some of the more ambitious students wrote several. Suggestions from townspeople and other students gave an ever expanding supply of stories for future plays.

Group Effort

During the entire project, achievement due to group effort was very much in evidence. The method of study was simple. A student read to the group his partially completed script after which members of the class pointed out strong points of the play and offered suggestions for improvement, in many cases giving actual wording. The next day the improved version was read to the class; the student received congratulations from his fellow members for his achievements and obtained further suggestions for further improvement. The finished production was far superior to that which could possibly have been achieved if it had not been for the enthusiastic help and encouragement of the entire group.

As anyone knows who has participated in original productions of this nature, there were many times when individual students and the group as a whole experienced genuine joy through achievement. One of the biggest thrills came when one backward boy read to the class his first efforts at playwriting. He was from a small ranching community miles from the city. Since he was very shy and had missed a great deal of school because of ranch work, his English, both written and spoken, was greatly in need of improvement. Although he had participated in some of the plays that went out over the air, he had not volunteered an idea for an original play. Near the end of the quarter, when every other member of the class had presented a program or had a script ready for production, he brought to class some battered sheets of pencil notebook paper covered with scrawled writing.

He came to the front of the class and read his play which was about a feud between the pioneer sheep- and cattlemen of the region. The

picturesque language of the quarrel, the threat, the defiance, the appeal by friends for peaceful settlement, the subsequent meeting, more strong words and a shooting in which the sheepman was killed, gave dramatic interest.

His was the best first draft of any that had been presented. After a few changes, the class had one of its best plays.

These simple stories about people in one community could be duplicated by the hundreds in any community in the nation. Because such stories are basically true and are about people who are known in the community, they have strong audience appeal. Such stories not only have the advantage of arousing community interest, but they also make possible better student work, for a higher quality of creative achievement comes when an artist comments on elements in the environment which helped to produce the artist. The student who is struggling for artistic expression will do well to begin by working with subject matter rooted closely to his home and to his experiences.

General Education and the Training of the Junior College Teacher

EARL M. TAPLEY

Vice President and Dean of Lee College in Cleveland, Tennessee, Earl M. Tapley has done graduate work at George Peabody College and the University of Chicago. He is a member of the Teacher Preparation Committee of the American Association of Junior Colleges.

BREADTH of training in subject matter areas plus certain professional elements of training have been advocated for all college teachers by many past and contemporary scholars and educational leaders. A quarter of a century ago Haggerty complained that "practically nothing is done by way of instruction in the business of college teaching."¹ Still in 1947 the President's Commission on Higher Education gave college teaching the somewhat questionable distinction of being "the only major learned profession for which there does not exist a well-defined program of preparation directed toward developing the skills which it is essential for the practitioner to possess."²

Another indictment of the training of college teachers, but one that recently has become more and more vocal, is that of overspecialization at the expense of breadth of training. In a recent survey college administrators rated the present graduate school product as an

intelligent and well-trained scholar in his narrow specialty, but administrators charged that as teachers these well-trained scholars "are not broadly enough educated, have become unduly enamored of research at the expense of appreciation of the importance of teaching, and have inadequate understanding of what is involved in effective teaching."³ Fred J. Kelley concluded that the crucial problem in general education in our colleges is due to the fact that "we are doing a good job of training teachers as specialists in a narrow field and are doing a poor job of training them in related fields."⁴ The apparent cure for this evil is for the college teacher to be given "the opportunity to become especially proficient in some area of human knowledge, but not to the extent of overspecialization . . . The degree of specialization should vary somewhat with the teaching field, but in general it should follow the professional rather than the academic pattern."⁵

¹Melvin E. Haggerty, "Occupational Destination of Ph.D. Recipients," *Educational Record*, IX (October, 1928), p. 209.

²*Higher Education for American Democracy*, A report of the President's Commission on Higher Education, Vol. IV, p. 16. Washington: United States Government Printing Office, 1947.

³Fred J. Kelley, *Toward Better College Teaching*, p. 7, Bulletin No. 13, Federal Security Agency, Office of Education. Washington: United States Printing Office, 1950.

⁴*Ibid.*, p. 5.

⁵*Higher Education for American Democracy*, op. cit., p. 19.

The training program for the college teacher should assure that he is given "a broad general education in addition to competence in a field of specialization" with emphasis placed upon "a unifying core of studies running throughout the period of preparation but concentrated at the undergraduate level."⁶

The development of specialization without a common core of unifying studies, a development which has grown out of the elective system, and our graduate emphasis upon the research tradition have given more truth than jesting to the remark of former Chancellor Hutchins that college and university professors trained in varied fields have nothing in common to talk about except the weather.

Colleges which attempt to "round out the general education" of their students have an exceedingly important stake in the graduate training of those who are to enter college training.

The college training of prospective teachers is a serious problem for any college; but for the institution committed to general education the existence of this problem is particularly important, for such a college must secure instructors not only who are scholars and competent teachers but who are capable of interpreting their fields in terms of what their students will need in their day-by-day living.⁷

It is at this point that the junior college is definitely concerned

with the graduate training of its prospective teachers. General education is one of the primary functions junior college leaders have proposed for the junior college. It has been frequently conceded that junior colleges are performing this function very inadequately. Obviously the basis of the solution of this problem is the training of a faculty for teaching in general education programs.⁸ This, again, is a responsibility which our graduate schools must assume, even if such action means alterations of present graduate programs, as stated in an editorial some three years ago:

If institutions which prepare the personnel for junior college administration and teaching are, as a result of over-emphasis on specialized programs, creating little sympathy for general education, then one obvious remedy is for such senior college institutions to alter their preparation programs.⁹

The writer of this article holds that some types of graduate programs are more fruitful than others in preparing teachers for teaching general education courses. An integrated program with specialization in a broad subject-matter field is of more value than specialization in a narrow subject-matter field. It also seems reasonable that certain areas of professional training in which the prospective junior college teacher is made aware of the history, philosophy, and ob-

⁶*Ibid.*, p. 15

⁷B. Lamar Johnson, "Needed: A Doctor's Degree in General Education," *Journal of Higher Education*, X (February, 1939), p. 75.

⁸*Higher Education for American Democracy*, op. cit., p. 7.

⁹James W. Reynolds, "General Education and the Junior College," *Junior College Journal*, XX (January, 1950), p. 240.

jectives of the junior college will make of him a more intelligent participant in any aspect of the junior college program. A knowledge of the philosophy and objectives upon which a general education program is based, well buttressed by an understanding of junior college teaching techniques, the psychology of learning and of adolescence and post-adolescence, and knowledge of testing and evaluation procedures are invaluable phases of professional training for the junior college teacher of general education.

It would, therefore, appear that emphasis upon broad subject-matter training with provision for specific needs in the professional area is of more value than a multiplication of professional courses at the expense of neglecting a breadth of training in subject-matter areas. On the other hand, breadth of subject-matter training without provision for certain professional elements in the graduate program fails to provide the prospective faculty member with the attitudes, understandings, and skills needed by the teacher of general education on the junior college level.

The mistaken idea that training in a broad subject-matter area at the graduate level is a deterioration in the quality of graduate training, and is, therefore, inferior to the highly specialized graduate program, must be corrected. Broad training of the inter-departmental or inter-divisional variety chal-

lenges the most able student. He must not merely master a specific field, but he must be able to set the knowledge of that specific field upon a broad base of interrelated knowledge and thus tie his teaching to life situations and to other fields of knowledge instead of merely attempting to orient his students to his own narrow specialty. Such a task calls not for shallow and superficial training; it calls for both depth and breadth of training, as well as for the best minds and talents of our generation.

There is considerable discussion about the length of training programs for the prospective junior college teacher and the degree or degrees that best qualify him for the teaching task. There is little room to dispute that a program leading to the master's level should be the minimum quantity of training. Those who advocate a year or two of additional preparation may be considered on safe ground. Furthermore, there can be no quarrel with those who contend that the Ph.D. degree is desirable for the junior college teacher. But, on the other hand, primary concern should not be on the quantity of training nor the specific degree conferred, but rather on the quality and thoroughness of the training program.

Mere length can never become an acceptable substitute for breadth. The elongated but exceedingly narrow program is the chief weakness

of most doctoral programs in developing the good general education teacher. Time, of course, is an important factor in any graduate program which rates thoroughness and scholarship as its objective. Nevertheless, continued elongation in the time area without a corresponding breadth in the subject-matter area is a graduate approach which works havoc to the cause of general education. McGrath has pointed out that the program for the future teacher of the social sciences, for example, could well include second, third, and fourth courses in sociology, anthropology, economics, and history, rather than

sixteenth and seventeenth courses in psychology.¹⁰

A program leading to the attitudes, understandings, and skills needed to enrich the lives of junior college students is the primary need in those graduate schools which propose to train junior college teachers. A faculty with broad training in general education content and philosophy, and a sympathetic administration can make general education in the junior college a reality.

¹⁰Earl James McGrath, "Graduate Work for College Teachers," *The Preparation of College Teachers*—Reports of Committees and Conferences, Vol. XIV, pp. 36-37. Washington: American Council on Education, 1950.

Some Aspects of the Status of Junior Colleges in The United States

Editor's Note: The following reports on the status of junior colleges in various states are a continuation of a series which the *Journal* began last year. From time to time the *Journal* will bring further reports on the status of junior colleges.

Utah

R. A. CLARKE, Weber College,
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UTAH has four state owned and operated junior colleges. A fifth junior college six years ago became a limited four-year school by addition of upper division work in education and agriculture. Also recently organized were two state owned and operated vocational schools which, although not of full junior college status, meet the post-high school educational needs of a number of students. Three of the four junior colleges and the two vocational schools are under the control of the State Board of Education. The two remaining colleges are branches of the State Agricultural College.

Student registration and tuition fees in the junior college are set by law at \$61.00 per school year. Other funds are appropriated to the colleges by the State Legislature biennially. Admission requirements are set by the State Board of Education, and in general provide that any youth or adult who is a high school graduate or older than eighteen years of age is eligible for admission provided his or her interests, capacities, objectives and character indicate that the man or

woman can profit from college instruction. The applicant for admission must be a graduate, or equivalent of, an accredited high school or must have passed standard entrance tests. He must be eighteen years of age or over, or be an adult of at least twenty-one years of age with adequate background. The equivalent of high school graduation is the completion of fifteen units of high school work, including three units of English taken during the last three years of high school.

Students may graduate with a title of Associate of Arts or Sciences, a Certificate of Completion, or a Certificate of Proficiency, depending upon the completion, respectively, of college transfer curricula, two-year terminal curricula, or one-year occupational curricula. Three of the four junior colleges are organized as part of a 6-4-4 plan (enrolling grades eleven to fourteen). The other college enrolls only grades thirteen and fourteen. However, in all junior colleges, grades thirteen are state supported and operate as separate units, while grades eleven and twelve are part of the local districts.

Each junior college administers nearly all of the adult education

courses offered in its community with the exception of resident centers connected to senior institutions which offer upper division and graduate courses, but are located in the junior colleges.

The Utah Conference on Higher Education, organized in 1945, enrolls all college faculties and administrators within the state. This organization meets each fall and includes four sections: Faculty personnel, curriculum and methods, student personnel and public relations, and adult education. Some members of the conference also meet annually as members of the Higher Education section of the Utah Education Association. This conference has been most valuable in establishing uniform admission, transfer and other articulation policies.

Since most of the population growth in the past ten years in Utah is in counties already served by colleges, the trend for the next few years will be toward increased size rather than increased number of institutions. One junior college is at present actively working to secure legislative approval to add a limited number of upper division curricula. This addition will provide for some 400 students per year who wish to complete the baccalaureate degree but cannot afford the expense of living away from home even though they may do part-time work.

Under study at the present time is the feasibility of organizing one board to administer all higher edu-

cation in Utah. In this direction the last State Legislature passed a budget law which appropriates money to the public colleges, both junior and senior, on a classroom-unit basis. This law eliminates much of the lobbying between institutions for funds in the legislature.

In the opposite direction a move is afoot for the two major senior institutions to annex the junior colleges as branch institutions for the purpose of gaining political power. As mentioned above, one senior institution has already secured two branches. Since the junior colleges are creations of the legislature, a simple majority vote will decide this issue, which poses as a serious threat to the independence of the Utah junior college.

Kentucky

J. M. Boswell, President of Cumberland College, Williamsburg, Kentucky and R. G. Matheson, Dean of Paducah Junior College in Paducah, Kentucky.

MOST of the junior colleges in Kentucky are denominational schools. Some of these colleges were academies before becoming junior colleges, and some were senior colleges. Several of the schools now operate academies in connection with their two-year junior college programs.

Of the fourteen junior colleges in the state of Kentucky, two are public municipal colleges, eleven are church related, and one is a private institution. Of the eleven

denominational schools, three are Baptist, one is Christian, two are Methodist, two are Presbyterian, and three are Roman Catholic. Ten of the junior colleges are co-educational schools, while the Roman Catholic colleges and the Christian college are for women only.

The denominational colleges are partially supported by income from tuition and fees. Each of the denominational schools, with the exception of the Catholic schools, is supported also by the money received from the denomination. Some of these colleges receive substantial income from endowment. The public junior colleges are supported through tax levies and through tuition and fees. The one private college in Kentucky is sustained by a continuous fund-raising program of voluntary contribution.

Requirements for admission and requirements for graduation are fairly uniform in all of the institutions. For entrance, high school graduation is required with a minimum of fifteen acceptable units, except in one case where sixteen units are required. The general graduation requirement is sixty-four semester hours with a standing of "C." Two of the institutions graduate students with sixty hours. The subject requirements for graduation vary with the institution.

The lack of opportunity for industrial employment in Kentucky is reflected in the scarcity of courses in terminal education in the junior colleges, but practically

all of the schools offer some work of a terminal nature. As industrial development takes place in Kentucky, there will no doubt be an increased demand for courses in terminal fields.

All of the colleges except Paducah Junior College do some work in teacher training, and all offer work in liberal arts and in pre-professional fields. The chief area in which terminal education is offered is in the business-secretarial field. The terminal course in medical technology is also very popular. Six of the colleges offer work in adult education. One of the schools has a system of extension modeled after the plan of Howard College in Birmingham, Alabama.

The credential requirement for the teacher of academic subjects in the junior colleges is consistently the master's degree or at least a year of graduate work beyond the bachelor's degree. For the most part, each of the colleges serves primarily the territory within a radius of fifty miles of the school.

The major provisions of KRS 165.150-200, which is the enabling act for the formation of public junior colleges in the state of Kentucky, are indefinite as to the function of a junior college, describing it simply as offering the equivalent of the first two years of the Baccalaureate Degree. Public junior colleges, established before January 27, 1937, could operate as independent units with separate dependent boards of trustees. The cities of second class were permit-

ted to levy from five to ten mills on each dollar valuation for the support and maintenance of such institutions.

The act is indefinite as to admission and graduation requirements, and does not set up any standards for junior college teachers.

The revision of this statute, enacted in the legislature of the following year, KRS 165.17-20 stipulated that public junior colleges, established in the city limits of a city of the first, second, or third class, be governed by the board of education in that city. The tax provisions were retained, and the policy of articulation of the city school system was left to the boards of education in the several cities. There was no mention of any cor-

relation with the senior colleges or universities.

The junior college group in Kentucky has a state organization with Dean R. G. Matheson of Paducah Junior College as President, President J. M. Boswell of Cumberland Junior College as Vice-President, and President Oscie Sanders of Sue Bennett Junior College as Secretary. The constitution and by-laws were officially approved at a meeting on October 30, 1952. The organization voted to have an all day workshop for Kentucky junior college teachers and staff members at its annual meeting in October, 1953. The study of junior college problems from the academic and administrative standpoints was selected to be taken up at that time.

The Junior College World

JESSE P. BOGUE

GARDNER-WEBB COLLEGE, Boiling Springs, North Carolina, attributes much of its growth and success during the past several years to its outstanding program of public relations. Recently, Ben C. Fisher, Executive Assistant to the President, published a Guide Sheet for the Study of a Denominational College and Its Program of Public Relations. The Guide Sheet is outlined under nine headings with bibliography: The College and Its Relation to Resources; The College and Its Relation to Fund Raising; The College and Its Relation to the Alumni; The Relation of the College Family to Its Total Public Relations Program; The College and Its Relation to the Press and Radio; The College and Its Relation to the Denomination; The College and Its Relation to Publications; The College and Its Relation to the Local High Schools; The College and Its Relation to the Local Community.

The record made by Gardner-Webb under the leadership of Dr. P. L. Elliott, President, serves as good evidence of the effectiveness of the public relations program. The student body has increased from seventy-one to 453; endowments from \$7,000 to \$258,000; faculty from twelve to thirty-two members; the college is fully accredited by the Southern Association of Colleges and Secondary Schools; the Department of

Church-Community Development has enrolled over 1,000 students in adult night classes and has assisted rural churches in setting up better programs for their communities.

The physical plant also reveals the progress of the college: Max O. Gardner Memorial Student Center, \$150,000; Hoey, Anthony, Padgett, Young Dormitory for Women, \$100,000; Suttle Dormitory for Women, \$40,000; McMurry Dormitory for Women, \$40,000; James W. Gardner Dormitory for Men, \$240,000; Dover Memorial Library, \$150,000; Royster Memorial Health Center, \$25,000; President's home, \$30,000; duplex apartments for students, \$22,000; duplex apartments for faculty, \$15,000; central heating plant, \$155,000. In addition to these improvements the college farm of more than 1,000 acres was completely "remade" in one day's time through a great community cooperative effort.

Charles Morgan's Books are being sold to aid Wood College, Mathiston, Mississippi. They have also been sold to assist two other colleges—Berea in Kentucky and Berry in Georgia. Charles Morgan is President of Wood and the author of *Of Hell a Heaven* and *The Fruit of This Tree*. The former volume, written in realistic, picturesque and dramatic language, is a novel of the great Kentucky revival of 1800. It is the story of

one John Traylor, a wilderness preacher who persuaded his congregation to migrate with him across the Cumberland Gap to the then District of Kentucky. How Traylor and others helped to change the hellish conditions of the raw wilderness into more heavenly conditions is the theme of the book. President Emeritus William J. Hutchins of Berea College has given a strong endorsement to *The Fruit of This Tree*. "The style is vivid, picturesque and terse. I like the swift moving paragraphs describing the political situation before 1850. The stories of Candee and Lincoln are most interesting. The story of Cassius Clay is finely told. The description of the controversy between Clay and Fee is admirable and important. The last chapters on students are as thrilling as any novel. I have found myself checking, because of intrinsic interest, sentence after sentence in this valuable document. I think the author has done an excellent and needed piece of work." President Morgan is giving to the college the royalties from the sale of the books, which may be purchased through Wood College Bookstore.

Bakersfield College, Bakersfield California, on January 28, rang up a new record in its history and its relations to the Kern County Union High School and Junior College District. At that time the citizens went to the polls and voted by a margin of eight to one for a \$17,000,000 bond issue. Of this

amount \$8,000,000 has been allocated to the building of the new Bakersfield College. About a year ago the Trustees of the District purchased for the campus of the college one of the most convenient and desirable sites in the city, consisting of 152 acres. The students of Bakersfield took a very active part in the bond election. One piece of literature which was widely used was *Renegade Rip*, illustrated in color, pocket-size, fourteen pages and cover. A striking two-page spread forecast the growth of the High School and College from the present 9,500 to 16,700 in 1962-63.

Dr. William Henry Snyder passed away on Friday, January 9, at the age of eighty-nine. Dr. Snyder was one of the great pioneers in junior college education in California and the United States. He was appointed in 1929 as the first Director of Los Angeles City College to see what he could do with what he termed "the great experiment." At that time he was principal of Hollywood High School. When he stated to the lay people of Los Angeles that he wanted to develop a school which was neither a backdoor to the university nor a cupola to the high school, they merely laughed at the idea. When 1,400 students enrolled for the first semester's work, however, laughter turned into amazed silence. Dr. Snyder was director of City College for only five years, but in that space of time he built the institution so that it attracted national attention. In

Snyder's early days at City College the broader concepts of the functions of this kind of institution, prevalent today, were scarcely recognized at all. President McDonald of City College states that Dr. Snyder "was the great shining light of this institution."

The Ranger, student publication of Amarillo College, Amarillo, Texas, in a recent issue carried a story regarding the expansion of the college program to the total community. "Time was when the school day was over at four or five o'clock in the afternoon. Not so these days at Amarillo College, where the total enrollment in the evening college classes exceeds that of day classes, putting into practice the philosophy that a junior college should serve its community to the fullest possible extent. Amarillo offers vocational and industrial courses designed to improve a person's performance in his job or to prepare him for a better one," the student reporter observes.

Classes are also taught in the academic subjects and for those who wish to improve their certifications as teachers. News from the junior college world is increasingly voluminous regarding the expansion of programs along the line observed by the student paper at Amarillo. Evening college programs are being given from St. Petersburg, Florida, to Everett, Washington; from San Diego, California, to Houlton, Maine.

In Michigan, for example, there were only fifty-two schools of all

kinds giving adult education to about 52,000 in 1944-45. In 1951-52 there were 179 schools teaching an estimated enrollment of over 200,000. This tabulation was for state reimbursement programs only. Many more thousands, it is estimated, were in extension classes, AAUW, CIO, AF of L, League of Women Voters, Congress of Parents and Teachers, Michigan Farm Bureau and many other types of educational classes.

Denzil Barker, M.D., is a fine example of the type of person being educated in the mountain community around Pippapass, Kentucky, by Caney Junior College. Mrs. Alice S. G. Lloyd, Director, went into the community and founded the junior college in 1923. The college offers the program in arts and sciences only and for the expressed purpose of discovering the talent of the community, giving a good start to those who wish to learn and then sending them on for further education so that they may return to the community. For instance, Dr. Barker graduated from Caney, went to the University of Kentucky for the B.S. degree, Tulane for the M.D., and to Oxford as the Rhodes Scholar from Kentucky. He was educated entirely, except for the Rhodes Scholarship, from funds provided by Caney Junior College. He has returned to help administer to the physical needs of the 20,000 people in the county where there are only two other physicians besides himself. An announcement of the

college states of Dr. Barker: "Thus by day and night this talented, efficient and consecrated mountaineer-physician is fulfilling his life-time pledge to settle among his own people and to help bring light to the darkened creeks and coves." Between 75 and 100 per cent of the public school teachers of the county received two years of their education at Caney. There are no stated tuition charges at the college; students pay whatever they can; those without funds may attend free of charge. This miracle at this independent junior college is made possible by the gifts of thousands of people annually. Caney was fully accredited by the Southern Association of Colleges and Secondary Schools last December.

Dr. Julio S. Bortolazzo, President, Stockton College, Stockton, California, has set up a post-school counseling and follow-up service. The program is primarily aimed at the "drop-outs" at the college which is organized on the four-year basis, grades 11 to 14 inclusive. It involves those who may transfer to the Schneider Vocational School, those over eighteen years of age who drop out and those who unofficially withdraw. Home calls in some cases are made as a follow-up technique. Exit interviews are arranged to find out the real reasons why the students wish to leave school, to make program adjustments which may be necessary, to assist the student in job placement if this seems to be

the better thing to do. The post-school counseling service may be used by any students who have attended Stockton College. The follow-up program is established on a continuous and sustained basis to find information for curricular modifications and changes that will adapt the program of the school more nearly to the individual needs of students. J. Carroll O'Neill and Arch Brown have been placed in charge of the new program.

Green Mountain Junior College, Poultney, Vermont, has just published an illustrated eight-page pamphlet entitled, "School People Should Know About the Past Six Years at Green Mountain Junior College." It is a running story of the administration of Dr. Howard C. Ackley as president of the school. Listed as some of the many physical improvements are: a 50 per cent enlargement of the dining hall to accommodate all students at one time; an addition to the gymnasium for three classrooms and an enlarged campus store, a new student center and snack bar; a home purchased for the president; North Hall for students converted from the old home; East Hall purchased and remodeled; South Hall soon to be remodeled; a new library, which is said to be one of the most modern and beautiful in the Northeast, erected; work almost completed on the remodeling and enlargement of the Chapel building—auditorium for 600 people, chapel for one hundred, spacious lounge for receptions and special events,

nine new classrooms and faculty offices and four new laboratories provided with the latest equipment. Testing and counseling services have been enlarged and improved;

curricula have been strengthened with more general education. The pamphlet tells the story of "how a good college has been made better."

From the Executive Secretary's Desk

JESSE P. BOGUE

THE Executive Secretary's Desk is a modest little service station. Compared to the sprawling government offices, it is less than a pinpoint in Washington. Compared to other educational associations' offices in the city, and there are many of them, it is very modest indeed. Compared to the budgets of other associations and organizations, that of the junior colleges is "peanuts." For instance, there is one educational office supported by fewer than fifty educational institutions which has a budget half again as large as that of the junior colleges.

We are not, however, ashamed of the work which our modest little office turns out. We were talking the other day with Dr. John Miles of the Educational Department of the United States Chamber of Commerce. He wanted to know how we could publicize the work of the junior and community colleges to the chambers of commerce throughout the United States. We mentioned the *Newsletter*, and while he thought that medium would help some, he also said that any publication, to be noticed, would have to be highly illustrated and right to the point in its statements of fact. Then he remarked, "You must remember that the average secretary in a chamber of commerce gets twelve to fifteen letters a day. These have to be read and answered." Letters which

demand personal attention come to the Desk at an average rate of from twenty to twenty-five a day. They are in addition to requests for materials of several kinds which are filled on a routine basis. Today's mail, Monday, February 9, consists of eighteen which need individual attention for replies.

Not all letters to the Desk demand extensive research and replies; many of them do. You wonder what they are about? Suppose we thumb through some of the very recent correspondence and take a look at some of them.

Here is one nearly two pages in length which sets forth several problems in the establishment of state policies for the transfer of credits from junior to senior colleges. Questions raised in this letter have come from a number of states from time to time. The main point has to do with the maximum number of hours which will be allowed—shall they be one-half of the curriculum requirements for graduation, or shall they be a flat sixty semester hours? What are the policies established in other states and how are these policies arrived at? The answer to this letter required several hours of research and nearly two pages for an answer. Policies differ considerably from state to state, and a number had to be cited for information. How can one justify a junior college's giving work to a

student who has done up to junior and senior years of college work if the junior college can actually offer the student what he wants and needs? This question was especially applicable to teachers who lack certain courses in languages and who can get that work in the junior colleges just as well as in the senior institutions.

Let us take another letter. It is two pages in length and contains in addition, the proposed new constitution of the college, covering seven pages. The writer wishes the Executive Secretary to analyze the constitution and to give opinions on several points at issue. What is the best working size for a board of trustees? Should the board be self-perpetuating? Who actually owns an independent school, or in other words if the school ceases to exist at any time, who receives the assets? What constitutes a truly non-profit college? What is the best way to safeguard the investments which individuals have made in an independent college when it is to be organized as a non-profit institution? The writer asks for several examples of the change from a profit to a non-profit status in colleges.

How would the reader of this sentence answer the above letter? Very likely, he would do as we did—spend several hours in research to find the best answers and then write a two page letter as a reply.

A third letter, from the director

of instruction in a state department of education, wants to know what standards should be applied for the establishment of a junior college. His state has few junior colleges and has never worked out standards for their approval. What shall the state do, and why and by what criteria? The director asks us to send criteria which are being used in other states and by regional accrediting associations. Fortunately, at this point we could refer the inquirer to *American Junior Colleges*, third edition, which we edited for the American Council on Education. To answer several of the questions, however, required some more research, gathering and sending pamphlets, including the standards of the regional association in which the said state is located. We further explained that the American Association of Junior Colleges is not an accrediting body and why it has assumed the position of a professional rather than an accrediting association.

Almost on the same day another letter arrived in which questions are raised as to how satellite ROTC units have been organized at some junior colleges. What was the process? Where should contacts be made? What are the legal provisions? How many junior colleges have such programs? Where are they? What might be the chances of getting a branch ROTC unit from the University without being an actual branch of the University itself? This was, as you can see,

an important letter to the junior college. Contacts were made with the right persons in the Pentagon for information. We dug up back files on correspondence with other schools; looked up regulations; recalled instances which would be of assistance. It was a distinct pleasure to find the information, but it did take time, as the reader can well understand.

Two days later we received another letter from one of our junior college administrators. He had talked with the chamber of commerce about how the college could get a better plant. He had been faced with several questions which he had to answer: How can a junior college in a community with a limited population and in a section of a great state where the people are widely scattered be justified? What has been the success of the small junior colleges? Name several of them. On what factor, other than the population, does the success of the junior college depend? How large should the population be? What should be the costs in a small junior college? What are some examples?

Here again we were able to send our friend several publications, some quite recent, from the Research Office at the University of Texas, regarding costs in various types and sizes of junior colleges. In addition, we attempted to explain as fully as possible what the several factors are which justify belief that a junior college can survive.

The same day a letter came from a junior college in another section of the country wanting to know where to find good statements on academic freedom and standards for the establishment of tenure of position in an independent college. We went through our files to find standards and codes for tenure of position of teachers. We went through the library to find some of the best statements on academic freedom. We had the Code for Academic Freedom recently published by the faculty of Ohio State University—one of the best. We referred our correspondent to a book which the Association sent to all junior colleges in 1951—*Faculty Personnel Policies in Higher Education* by Woodburne. We referred to *Inside the Campus* by Charles E. McCallister with the sub-title, "The Citizen Looks at His University." Both questions raised by our friend were highly important, as one can understand, and they received the most thoughtful and informative answers we could find.

We come now to a letter from Denmark. It has to do with studies being made by the Experimental Group in some of the Folk Schools. The writer wants answers to four questions: How is teaching done in American Junior Colleges—by lecture, study circle, or other methods? What do these colleges aim to do? What is their place in the American educational scheme? What courses do they give, and what are their examination and credit practices? Well, my gentle

readers, suppose you take your typewriter in hand and try to give this foreigner a clear answer to his questions. Remember, too, that he is interested in arranging for a limited exchange of teachers between the Folk Schools and the junior colleges. We scratched our head and pounded our fourteen-year-old typewriter on this one. It took three pages, single spaced, to

do it. We believe that it was worth every stroke.

We could go on—but what's the use for an intelligent reading public? You get the point with which we started; namely, that the Washington office is a modest little service station, trying to find the best answers to an ever-flowing stream of questions.

Selected References

MAURICE LITTON

Johnson, B. Lamar. "Toward Better Relationships Between Junior Colleges and High Schools," *The School Review*, LX (February, 1952), 77-83.

The recently completed California Study of General Education in the Junior College considered among other factors the problems of the relationships between junior colleges and high schools. In California, a state-wide committee consisting of representative administrators from both areas meets semi-annually to consider problems such as follow-up studies, coordination of programs in vocational education, and the relative responsibilities of high schools and junior colleges in general education.

Building on Student Achievement

Since it is wasteful in the extreme to provide students with instruction in areas in which they are already competent, the recognition of high school achievements is for the junior colleges a matter of the first magnitude. In California, such recognition is being implemented through two developments: (1) life adjustment education, and (2) the California State Framework of Public Education, both of which are important to the junior colleges.

Three Essential Steps

Johnson maintains that the adequate junior college must of necessity:

1. Study the characteristics and achievements of its entering students.
2. Provide adequate guidance to students.
3. Provide a curriculum related to and dependent upon the achievements and the individual differences of its students.

A number of practices of junior colleges designed to realize one or more of these steps are described. Los Angeles junior colleges prepare slides for showing to high school seniors, faculty members visit high schools for talks to and conferences

with seniors, and seniors are encouraged to visit the junior colleges. San Bernardino has carried the process a logical step further and has junior high school student representatives visit the campus and report back to their homerooms. At John Muir College one-day exchanges of classes between tenth grade and eleventh grade English teachers have contributed to orientation of the high school seniors in the informal atmosphere of the classroom. Benefits are also described by the college teachers in terms of better understandings of the problems of entering students. Contra Costa College employs selected high school faculty members as part-time counselors to advise with boys and girls regarding the offerings of the junior college. These counselors participate in workshops, the purpose of which is to make the junior college more effective in its services.

The procedures described will contribute to the formulation of curricula designed to meet the needs of the students. Several cities have city-wide curriculum committees which aim to establish continuity from kindergarten through junior college. In Stanislaus County, monthly meetings of high school and junior college representatives are held.

Individual instructors who are alive to the possibilities can eliminate much waste and duplication. For example, one instructor discovered that his students did not list sex education as an objective of a course in hygiene because they felt that the subject had been covered adequately in their high school course.

Problems or Opportunities

Johnson makes the point that most of the usual *problems* are really *opportunities*. A program built upon the achievements and characteristics of the students will be so much more vital and interesting than one which is not, that junior college curriculum development in the light of high school experiences offers tremendous possibilities.

Grambs, Jean D. "Group Processes in Intergroup Education." New York: The National Conference of Christians and Jews.

What the individual becomes is a product of many forces that work with and affect him in childhood and youth. The school has a close and continuing contact with children. It is a task of the school to see what it can contribute to more adequate personal and group living.

We are keenly aware of the conflict and hostility between groups in our culture, and this in spite of the openness and generosity of the American spirit.

The purpose of this pamphlet is to relate in terms of school practices the two major elements in the group life of the individual that have significance for better intergroup living: the ascribed group to which one belongs—the one the individual is *born into*—and the achieved group—the group that one *grows into*.

By utilizing these two concepts, the teacher is able first to establish group situations in her classroom that utilized the need to belong to a group of one's peers—the achieved group—and from there, to give young people group experiences with many different kinds of children, help young people accept the ascribed group differences that exist in our culture.

The task of the teacher is not easy. Our classrooms are not built for flexible groupings of students. The administration of the kinds of tasks and materials for group processes in the classroom demands a very high level of skill on the part of the teacher—in the last analysis it is she who must obtain such materials.

Children come to school—and learn in the playground at school—the common stereotypes about others. The teacher is faced with a difficult task indeed when she tries to reach students and surmount the dangers and blindnesses of prejudice. But the task must be done. And it must be done soon.



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